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ABSTRACT

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in effectively managing individualized instruction. It helps the learner become aware of some basic management theory and how that might best be applied to the daily operation of an individualized instruction program. Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objectives; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

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MANAGE INDIVIDUALIZED INSTRUCTION

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INTRODUCTION

Managing a vocational program that seeks, through individualized instruction, to meet the diverse needs and interests of some 20 or more students is a formidable task. To be successful, the teacher must have a well formulated management plan and the competence to put that plan into action.

In individualized instruction, the teacher accepts a very different role than that normally played in more conventional vocational programs. The teacher must become very skilled at managing information, resources, time, and students. The teacher must become very goal oriented and have an expanded sense of future. Above all, the teacher must utilize the great potential of students to accept major responsibility for their own progress.

This module is designed to develop your ability to effectively manage individualized instruction. It will help you become aware of some basic management theory and how that might best be applied to the daily operation of an individualized instructional program.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual school situation, manage individualized instruction. Your performance will be assessed by your Resource Person, using the Teacher Performance Assessment Form, pp. 29-31 (Learning Experience III).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedures followed to manage an individualized instructional program (Learning Experience I).
2. Given a case study describing the management of an individualized instructional program, critique the teacher's performance (Learning Experience II).

Prerequisites:

To complete this module, you must have already organized the vocational facility for individualized instruction and have necessary individualized instructional materials directed toward the performance objectives the students will be working on. If such is not the case, you should demonstrate your competence at the skills found in the below listed modules before attempting to meet the Terminal Objective of this module:

- X-5 Develop A Module For Individualized Instruction
- X-6 Arrange For The Improvement Of Vocational Facilities For Individualized Instruction

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the avail-

ability and the location of these resources, (2) to locate additional references if needed, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your Resource Person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

(Optional)

1. Reference: Weaver, David H. "Individualizing Instruction: A Return to the One-Room School House?" Business Education World. 55 (November/December, 1974): 5-7.

LEARNING EXPERIENCE II

(None)

LEARNING EXPERIENCE III

(Required)

1. An actual school situation in which you can manage individualized instruction.

   A Resource Person to assess your competence in managing individualized instruction.

LEARNING EXPERIENCE I

Enabling Objective After completing the required reading, demonstrate knowledge of the rationale for and procedures followed to manage an individualized instructional program.

Activity You will be reading the information sheet, Individualized Instruction and Management, pp. 6-14.

Optional Activity You may wish to read Weaver, "Individualizing Instruction: A Return to the One-Room School House?" Business Education World, pp. 5-7.

Activity You will be demonstrating knowledge of the rationale for and procedures followed to manage an individualized instructional program by completing the Self-Check, pp. 15-17.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 18-20.

Activity For information on the rationale for and procedures followed to manage an individualized instructional program, read the following information sheet.

INDIVIDUALIZED INSTRUCTION AND MANAGEMENT

All vocational teachers demonstrate concern for their students and each vocational student can expect individual help as he or she moves through a vocational program. However, few vocational programs are individualized to the extent that each student's needs, interests, learning style, and career objectives are considered in designing the program. If such were considered, each student's program would differ and individualized instruction would be a reality.

Given recent legislation, the differences between and among students in any given vocational program will continue to increase. As a result, vocational teachers must have the ability to develop and operate programs that are individualized. However, few vocational teachers have been prepared to manage individualized instruction. In fact, some have no understanding of the management concept.

Management implies planning for the future which sharply contrasts with administration which implies day-to-day reaction to present events. Good management focuses on ends, outputs, and results rather than inputs, activity, or processes. Management justifies its existence and authority by the results it produces.

The teacher manager must recognize that learning is the education product and that every act, decision, or deliberation must focus on this product. The teacher wishing to affect learning must be a good manager of information, resources, students, and time. Students must each be provided with the right array of materials and experiences at the ideal time to produce maximum results.

An ideal teacher/manager recognizes the fact that all students bring to the learning environment varying needs with their need to achieve a sense of competence primary. This primary need is met by different students in different ways but those who achieve a sense of competence on one learning task tend to seek new and more difficult tasks to achieve.

Some teachers operate as though students lack ambition, dislike work, and prefer to be treated in this way so as to avoid responsibility. These teachers find the need to persuade, reward, punish, and control their students so as to have them achieve worthwhile goals. Other teachers operate as though students have ambition and do not dislike work. Such teachers do not seek to control students believing that they have appropriate motivation for development and the willingness to direct their efforts toward worthwhile goals. Most teachers operate somewhere between these two extremes but management theory explains that people (students) will tend to behave according to a manager's expectations. The teacher manager who expects students to accept personal responsibility for progress will very likely be rewarded with this expectation being realized.

An individualized instructional program can maximize student learning and the teacher/manager who is product oriented will recognize this fact. The teacher/manager also realizes that students have a need to achieve a sense of competence and, that provided with an effectively managed program, they need not be coerced into working toward worthwhile goals. It has been said that when a good teacher manager has finished work, students most often state that "we did it ourselves."

Managing Information

A management information system (MIS) is an organized method of collecting, storing, and organizing information needed by managers to help them make

informed decisions. Although such systems are needed at all levels of education, the teacher needs a system primarily for the purpose of administering his or her program.

It is possible that the teacher's school has a very sophisticated MIS in place and the teacher need only see that certain information is routinely entered in the system. More likely, such a system does not exist and, thus, the teacher will have to design and maintain a personal system.

The need for an MIS in an individualized instructional program is easily established. Students will have programs that differ due to their differences. In addition, they will be moving through their programs on different paths and at different rates. Such program flexibility necessitates accurate up-to-date information to be available to teacher and student alike.

Often an MIS is computerized to facilitate information storage, organization, and retrieval. Such, however, is unneccessary and even impractical when information is being collected from less than 500 students. This being the case for a single vocational teacher, a simple record keeping system maintained on paper should be sufficient.

The specific information that a teacher may choose to collect will vary but, in an individualized instructional program, the following information would be essential:

1. student's name
2. program entry and exit dates
3. the objectives (tasks) in the student's program
4. the start date and finish date for each objective the student attempts

In addition, there is information that particular teachers may find essential to them, for instance:

1. student's cognitive style (learning style preference)
2. the learning experiences the student participates in

3. the student's recycling record

4. the student's mastery mode (in laboratory or in co-op experience)

In a sense, the amount of information that a teacher finds necessary to have is a very personal decision. Of great importance, however, is that information be scrupulously collected and accurately recorded. The teacher must see to it that he or she does not rely on memory but immediately records all needed information.

The sample achievement record, which follows, would be adequate for most teachers:

ACHIEVEMENT RECORD

Student Name_____ Instructor_____
Program Start_____ Program Complete_____

TASKS	TASK START	TASK FINISH	TOTAL TIME ON TASK
Align Hood and Deck Panel	9/10/81		
Repair Fiberglass Bodies	12/1/81	12/18/81	33 hours
Replace Locks and Latches	10/5/81	10/6/81	6 hours
Repair Manual Seat Tracks			

Managing Resources

The resources used in an individualized vocational education program are many and the teacher must manage them very well or student progress will be seriously affected. The teacher must anticipate student resource needs and see that such needs are met whenever possible.

With students moving through the program at varying rates and on different paths it is not always possible for the teacher to anticipate what resources each student will need but, with experience, such becomes much easier. Especially, if the teacher has some systematic method for making this determination.

In most individualized instructional programs students utilize modules, learning activity packages, or something of a similar nature which informs them of the tools, materials, and equipment they will be using while participating in various learning experiences. In addition, the students are usually informed as to the various mediated materials available to assist them during the learning process.

Wise use of the information related to needed resources that is found in a module (etc.) can eliminate many of the resources management problems associated with individualized instruction. By having the student record resource needs and project a time of need, it is possible for the teacher to develop a master record for resources allocation. Granted that the master record will need constant revision due to inaccurate student projections, such does decrease the chances that students will not have what they need when it is needed.

When a definite conflict between resources needs and availability is encountered, it is advisable to have a student select a different task (module) to work on. In effect, the student can come back to the task originally selected at a later time.

The following Resources Check List illustrates an easily used system to assist the teacher to effectively manage resources:

RESOURCES CHECK LIST

Name_____ Task_____

MEDIA	EQUIP	START------FINISH
Slide/Tape #10	Slide Tape Projector	10/10-9:am-10/10-9:30am

TOOL/EQUIP/MATL	START----------FINISH
10" Bench Lathe	10/10-9:30a.m. - 10/10-11:00a.m.
10" Chuck	10/10-9:30a.m. - 10/10-11:00a.m.

The teacher would need a master list of all tools, equipment, etc. available for student. By checking the student check list against the master list, it would be a simple matter to make the decision to let the student begin on the task or to advise him/her to select a different task for the time being. Naturally, if the student is to begin this task, the teacher will record the time that the needed resources will be in use by this student.

Managing Students

Teachers must treat students in such a way that they come to accept full responsibility for their own progress in the program. Such is not at all difficult if the teacher accepts the premise that each student has good potential and wishes to achieve a sense of competence; that achievement itself will provide great motivation for learning.

Naturally, there will be a number of occasions when a particular student chooses not to cooperate and refuses to accept personal responsibility for learning. Such should not lead the teacher to conclude that all students are uncooperative. Such an incident should be treated as just that; an incident. The teacher must help the student define the problem and work with him or her to resolve it. Remember, in any situation, learning comes from within a student not from without. Usually, uncooperative students are so only because they have little experience with the freedom for learning provided through individualized instruction. One does not develop a responsible attitude toward learning overnight when such was not necessarily expected during previous educational experiences.

As a manager of students, the teacher must know each very well. The needs and interests of each must be known as well as particular learning styles and career objectives. Based on this knowledge, the teacher will be in a position to help each select learning experiences best suited to personal needs.

As should be obvious, the teacher/manager functions more like a counselor than what is typical of a teacher. As such, frequent personal contact between the teacher and each student is necessary. Such could be initiated by the student or by the teacher but personal contact is essential.

Also essential to managing students is to see that each has the resources needed to learn. This was discussed previously but must be again emphasized. Students forced into inactivity through poor management of resources become frustrated easily and, as a result, a situation needing the teacher's attention may develop Effective management of resources results in fewer student problems which, in turn, promotes effective student management.

Managing Time

Most teachers must work within certain time constraints; periods of a certain length, semesters of so many weeks, and school years of so many months and days. For this reason, teachers must make the very best use of available time. In effect, they must decide how the time available could best be used to assist each student to progress toward personal goals.

Time management is one of the biggest problems faced by those who install individualized instructional programs. Contrary to what some would think, there is much more for a teacher to accomplish when students are working at their own pace than when the teacher sets the pace for all. There will be the need to devote time to students who want to demonstrate their competence at one or another occupational skill, to those having trouble with a particular learning experience, to those needing help to select the next objective to meet, to those having trouble accepting responsibility for personal progress, and to those who have not recently been involved in a personal counseling session with the teacher.

Given the many and diverse student needs to meet and the amount of time available to the teacher, he or she must have an effective time management plan to use. Although each teacher is encouraged to work out a personal plan, the following plan should meet the needs of most:

TIME MANAGEMENT PLAN

Date_____

Instructor_____

TIME	ACTIVITY	STUDENT	NOTES
8:00- 8:10	Daily Announcements	All	General-Co-op Position Available
8:10	Students to Activity	All	None
8:10- 8:25	Helping Conference	John Jones	To Select New Task
8:25- 9:00	View Practice Area	All	Not Scheduled
9:00- 9:30	Performance Eval.	Bill Smith	Station #2-Grind Values
9:30- 9:45	Helping Conference	Tina Legos	Progress Check
9:45-10:15	Performance Eval.	Mark Knee	Station #4-Time Engine
10:15-10:30	View Practice Area	All	Not Scheduled
10:30-10:45	Helping Conference	Paul Berry	To Select New Task
10:45-10:55	Develop Man. Plan	All	Check With Each Student
10:55-11:00	Confirm Man. Plan	All	Read Out On Plan
11:00	Dismiss Students	All	None

It should be noted, that such a plan must be developed and confirmed with the students before they are dismissed. In addition, an attempt is made to provide for unscheduled time but to have a tentative plan for using unscheduled time. Having unscheduled time available provides for unanticipated situations that arise. Having the plan completed and made public prior to the students

leaving class, allows the students sufficient time to consider the schedule for the following day. Such also provides students with sufficient motivation to consider their personal needs as such relate to the teacher's time.

Once the time management system is in place, the teacher must make it a point to stick to the plan. Students may have some problems initially getting used to a plan that does not seem to provide for their unanticipated needs but, with experience, they will learn to anticipate their needs and, thus, have them met. It will soon become apparent to them that such a plan provides for equitable treatment for all.

Optional Activity For additional information on individualization instruction, you may wish to read Weaver, "Individualized Instruction: A Return to the One-Room School House?"

Activity The following items check your comprehension of the rationale for and procedures followed to manage an individualized program. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are discussing your individualized instructional program with an experienced teacher who states that individualized instruction has little to recommend it over the group instructional methods she uses. Respond to this teacher's statement:

2. Mrs. Smith, a peer teacher, is bemoaning the fact that her students don't seem interested in learning what she is teaching. "It seems", she remarks, "that I have the worst students in the school. No matter what I do to hold them in line they continually try to make my life miserable." What advice could you offer Mrs. Smith that has its roots in management theory?

3. Establish the need for having a system to manage information when operating an individualized instructional program.

4. Describe the essential features of any system used to manage resources in individualized instruction.

5. John Jones tried individualized instruction several years ago but found it impossible to find the time to handle the many demands on his time during class. In questioning him, you determine that he very carefully planned each class session the night before the class met but no amount of planning seemed to help. What advice could you give John that could have solved his problem?

Feedback Compare your completed written response on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. It is possible that the teacher making this statement about individualized instruction knows little about it. It is also possible, because of personal beliefs about human nature, that the teacher should not even get involved in individualized instruction. However, even this teacher would have to admit that students differ considerably in terms of their interests and needs. Given the differences, students could be expected to vary somewhat in terms of their occupational goals.

   Group instruction implies that students' needs, interests, and occupational goals are the same. As such, all are provided with the same dose of instruction with all expected to receive the same benefits from the instruction. Logic alone suggests that individualized instruction has greater potential to help students learn than does group instructional techniques.

2. Mrs. Smith seeks to control her students and has reached the conclusion that they are the worst in the school. There is every indication that the students are living up to her expectations. You might explain to her that she could alter her students' poor behavior by altering her own behavior in managing them. If she were to treat them as if they had great potential and sufficient motivation for learning and reduce her control over them, it is likely that they would respond accordingly. You could also tell Mrs. Smith about all students' basic need for competence and how

providing an environment where this need could be met would increase their learning motivation. Advise her to treat each special incident as just that, an incident. Each should be handled separately and no generalizations to the group should be made.

3. With each student working toward different objectives along a unique path and at a different rate, there has to be a way of keeping track of the progress of each student in an individualized instructional program. By keeping up-to-date accurate information on each student, the teacher is better able to promote student progress through the program. In addition, such provides potential employers with invaluable student information.

4. The resources available in a given program are not limitless. For this reason, those available will have to be shared on an equitable basis. Such is facilitated when the teacher maintains a master listing of resources and how they have been allocated to use. Each student must anticipate resource needs and make such known to the teacher. The teacher, in turn, can allocate the needed resources when available. If unavailable, the teacher can suggest alternative objectives for the student until the resources become available.

5. John is undoubtedly a very conciencious teacher. He recognized the advantages of individualized instruction and worked very hard to make it work. Unfortunately, John did his planning at the wrong time. He would have been well advised to have developed his time management plan with the students involved and have it confirmed by them. It is also apparent

that John never intended to stick to the plan he developed the night before. It's obvious by the information he provided that unanticipated student needs came first. In effect, John's students were not completely aware of John's plan and John, therefore, found it necessary to continually alter it.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about additional points you made, review the information sheet, Individualized Instruction and Management, pp. 6-14, or check with your Resource Person if necessary.

LEARNING EXPERIENCE II

Enabling Objective Given a case study describing the management of an individualized instructional program, critique the teacher's performance.

Activity You will be reading the case study, pp. 22-24, and writing a critique of the teacher described.

Feedback You will be evaluating your competency in critiquing the teacher's performance at managing an individualized instructional program by comparing your completed critique with the model critique, pp. 26-27.

Optional Activity You may wish to work with a group of peers to develop a plan for managing individualized instruction in your classroom/laboratory.

Activity

Read the following case study describing the operation of an individualized instructional program. Assuming you were the person who had observed the teacher manage the program, explain in writing (1) the strengths of the teacher's management procedures, (2) the weaknesses of the teacher's management procedures, and (3) what the teacher could do to improve the management of this individualized instructional program.

CASE STUDY

Mr. Ritalli, a visitor from out of state, was spending the day with Mrs. Day, a teacher at Coal City Vocational School. The school was considered exemplary and it had a national reputation as a place where individualized instruction was fully institutionalized. John Ritalli wanted to develop a good individualized instructional program and was hoping that this visit with Clara Day would provide him with the understandings needed to manage such a program. He seated himself in an inconspicuous location and carefully observed the following:

> By 8:00 a.m., all students had reported to the class and after several announcements by Mrs. Day all entered into one or another activity. Several went to the learning center where they selected specific modules and began work. Others went to the learning center and, after selecting specific mediated materials they started work. Still others went to areas designated specifically for practicing occupational skills and, after selecting the tools needed in the practice session, they began to work. Two students went to the performance testing area and began readying for the tests which

were scheduled at 9:00 and 9:30 for them. Two students reported to the counseling area where they were joined shortly by Mrs. Day. These students had proven competence at an occupational skill the previous day and thus were required, with Mrs. Day's help, to select a new skill on which to begin work.

As Mrs. Day settled down to the counselling session, Charles Right entered the counselling session to say that he needed help on the skill he was practicing. Shortly thereafter, Bill Quick came by to request Mrs. Day's help on using the slide-tape projector. Things really got tied up when Lee Lebo reported to Mrs. Day that he couldn't get the tools needed for the upcoming performance evaluation since some other student had them.

About this time Mrs. Day lost her patience and told each intruder to go back to their assigned area until she was finished counselling the two students she was working with. It was obvious that the intruders were unhappy with the situation. In fact, Bill Quick mumbled something about poor planning. In any case, Mrs. Day didn't like what was said and quickly retorted with "Wise kid, I do my best to help him but he just can't deal with the fact that I'm the teacher and he's the student. What's he going to be like when he gets a job and has to work for a boss who really requires him to follow the rules?"

Well, Mrs. Day did finally get around to the students who needed her and she even managed to get Lee Lebo the tools he needed to take his performance test. As a matter of fact, both

boys did very well on the test and Mrs. Day told herself that she must remember to record that right after class.

At 10:50 the students started class clean-up and by 10:58 the laboratory was in tip-top shape. After several questions of the students Mrs. Day determined that two students would require time for taking a performance test the next day. Soon thereafter the bell rang and Mrs. Day dismissed the students.

Critique Mrs. Day's performance, in writing.

Feedback Compare your completed written critique of the case study with the model critique found below. Your response need not duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

Mrs. Day's program had much to recommend it. Students arrived on time and, when allowed, they immediately got down to their learning tasks. It is clear that she made provisions for students taking performance tests and for them to have personal counseling sessions with her. It is also clear that the students made use of materials, such as modules, which could address individual needs and that media was used in support of such materials.

It wasn't until the conference between Mrs. Day and two students was interupted that her management ability became questionable. At this point, several things became apparent. First of all was the obvious weakness in time management. The very fact that several students intruded on the time of other students indicates that Mrs. Day had not made public to her students how her time would be used this day. Further, it was not clear to the intruders that there was unscheduled time set aside to deal with their unanticipated problems and that unscheduled time would not be used for such. This weakness in time management was later confirmed when Mrs. Day neglected to develop a time-management plan with the students before dismissing them. She did, however, determine that two students would need time to take a performance test the following day.

Mrs. Day also demonstrated a weakness in her ability to manage resources. The fact that a student was preparing to take a performance test and could not get the needed tools makes it obvious that Mrs. Day and the student had not established the availability of resources prior to the time they would be

needed. It is possible that the student didn't do a good job projecting resource needs and it is also possible that Mrs. Day simply didn't maintain an up-to-date Resources Utilization Master Listing. In any case, her management of resources left something to be desired.

A weakness in Mrs. Day's approach to managing information was also in evidence. When two students successfully demonstrated competence during their performance tests, she mentally noted that she would record this later that day. Such being the case, the possibility existed that such information would never be recorded or recorded incorrectly. Mrs. Day would be well advised in the future to immediately record all relevant information.

Probably the most serious weakness demonstrated by Mrs. Day was her approach to student management. Based on her reaction to a student's remarks about her poor planning, she revealed that she felt the need to control students and that such was necessary preparation for students. Obviously, she treated this incident as much more than a single incident since she generalized it to all students. Mrs. Day might best closely examine her management behavior rather than drawing such generalizations about students. The fact is that her management of the program left much to be desired and that left unattended the number of incidents to be handled each day would probably increase over the year.

Optional Activity ⇨ You may wish to arrange through your Resource Person to work with a group of peers to develop a common plan for managing individualized instruction.

LEARNING EXPERIENCE III

Terminal Objective

In an actual school situation, manage individualized instruction.

Activity

Manage individualized instruction in the class you are responsible for teaching, this will include:

- developing a management plan
- orienting students to the management plan
- following the management plan

Note: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Feedback

Arrange in advance to have your Resource Person review your documentation, observe your orientation lesson, and at least one of your other class sessions.

Your total competency will be assessed by your Resource Person, using the Teacher Performance Assessment Form, pp. 29-31.

Based on the criteria specified in this assessment instrument, your Resource Person will determine whether you are competent in managing individualized instruction.

TEACHER PERFORMANCE ASSESSMENT FORM

Manage Individualized Instruction

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. In developing a plan to manage information, the teacher:						
a. Established what information would be collected						
b. Developed an instrument on which to record information.						
c. Stipulated who would record each piece of information						
2. In developing a plan to manage resources, the teacher:						
a. Developed a master listing of all resources.						
b. Developed a resources check list for student use.						
c. Stipulated the resources for recording resource needs on the resource check list.						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
d. Established a procedure for recording the information on a resource check list on the master listing of resources						
3. In developing a plan to manage time, the teacher:						
a. Established what information would be included on the time management plan.						
b. Developed an instrument on which to record time use						
c. Established procedures to follow when completing the time management plan.						
4. In developing a plan to manage students, the teacher:						
a. Made provisions for frequent student-teacher conferences						
b. Made provisions for sharing personal responsibilities with students.						
c. Made provisions to handle unanticipated incidences of unacceptable student behavior.						
5. In managing the individualized instructional program, the teacher:						
a. Oriented students to the overall management plan.						
b. Maintained accurate up-to-date information on each student's progress.						
c. Maintained an accurate up-to-date record of resources committed to students						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
6. Established a time management plan with students prior to the end of each class meeting						
7. Followed the time management plan as developed						
8. Held frequent student-teacher helping conferences						
9. Involved students in classroom management responsibilities						
10. Provided students with encouragement and with positive reinforcement of desirable behavior.						
11. Focused evaluation of student achievement on their task performance rather than time on task						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives NONE, POOR, or FAIR responses, the teacher and Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).